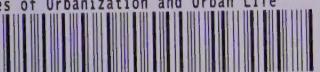


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Preliminary Proposal For Curriculum Studies
of Urbanization and Urban Life 1



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A Preliminary Proposal
for Curriculum Studies of
Urbanization and Urban Life

CANADA STUDIES PROJECT
(Western Group)



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SYNOPSIS

The contents of this document may be summarized as follows:

1. This preliminary proposal represents the basic frame of reference, or set of directions, for a curricular development

**A Preliminary Proposal
for Curriculum Studies of
Urbanization and Urban Life**

**CANADA STUDIES PROJECT
(Western Group)**

be funded by a number of agencies, including the newly established Canada Studies Foundation. The project is

part of a nation-wide effort that was initially

stimulated by the

**Mrs. Hilda Symonds
University of British Columbia**

and

the members of the Interim Policy Committee
of the Canada Studies Project (Western Group)

**Revised Version
December 15, 1969**

SYNOPSIS

educational organizations in western Canada, including

The contents of this document may be summarized
teachers' organizations, school systems, departments of
as follows:

education, and so on.

1. This preliminary proposal represents the
basic frame of reference, or set of directions, for a
curriculum development project to be undertaken cooper-
atively in the four western provinces. This is the first

step in the development of a proposal which we hope will
be funded by a number of agencies, including the newly
established Canada Studies Foundation. The project is
part of a nation - wide effort which was initially

stimulated by A. J. Hodgetts' study, What Culture? under
What Heritage? to be reflected in the curriculum units

2. The group responsible for developing the
proposal has no official standing, although our various
employers have encouraged our efforts to date and we
expect they will continue to do so. At an appropriate
time we hope to obtain the endorsement of a variety of

educational organizations in western Canada, including

teachers' organizations, school systems, departments of

education, and so on.

3. The theme of this curriculum development

The theme of this curriculum development project is the study of urbanization and urban life.

The rationale for selection of this theme is presented

in the preliminary variety of teaching methods and

materials for use by students and teachers, grades K - 12.

If we can keep to our schedule the development work will

get underway in the summer of 1970.

4. A number of principles are seen as fundamental, and should be reflected in the curriculum materials and teaching methods which are developed in the

project:

(a) Certain skills would be continually nurtured,

using materials and methods suitable for

students at differing stages of development.

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These skills would include: (1) observation and des-

cription; (2) classification and ability to state

generalizations from data; (3) discrimination --

ability to make judgments using aesthetic and social

(a) criteria; (4) problem-solving abilities; and (5) skill

in group decision-making processes.

(b) As the student matures, there would be corresponding

systematic changes in the focus of materials: (1) from

the immediate, local effects of urbanization and urban

life to examination of the implications of urbaniz-

ation as a world-wide phenomenon; and (2) from the

concrete to the more abstract in the various aspects

of the urban environment -- physical, social, political,

economic, and aesthetic.

by carefully selected teachers who have demonstrated

(c) Maximum use would be made of the community and its

their initiative and opportunity in undertaking curriculum

resources. As little as possible

development work.

6. The final proposal will be based on (a) the

preliminary proposal presented in the following document;

would be done through second-hand experience.

There would be an emphasis on up-to-date, current materials.

(d) The materials would be multidisciplinary in nature and could be used within the existing framework provided by current courses and programs.

(e) An emphasis would be placed on student involvement in the selection of materials for study, as well as student involvement in the life of the community.

5. The development work will be led primarily by carefully selected teachers who have demonstrated their initiative and capability in undertaking curriculum development work.

6. The final proposal will be based on (a) the preliminary proposal presented in the following document;

and (b) submissions received from teachers and other interested educators from throughout western Canada. It will be teachers, then, who will determine the final shape of the project by their recommendations for specific kinds of curriculum work to be undertaken in the project, e.g. units of instruction, preparation of audiovisual materials, handbooks for field studies, and so on.

7. The project will be a decentralized effort with at least 6 - 8 project teams working in the various urban centers of western Canada. The work of the development teams will be coordinated by a small project staff working out of a center in one of the western Canadian cities.

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FOREWORD

In 1968, A. B. Hodgetts' report What Culture? What Heritage? was published.¹ This report was based on a two-year study of the teaching of Canadian studies -- that is, Canadian history, social studies, and civics -- in our elementary and secondary schools. In his report, Hodgetts presents evidence that there exists what can only be described as a deplorable state of affairs in the teaching of Canadian studies.

Item: 65 per cent of school libraries had no books on English-French relations.²

Item: Of the English-speaking students who wrote Hodgetts' "open-ended essay," 47 per cent thought they knew more American than Canadian history, and 71 per cent of them found it more enjoyable.³

Item: In 18 per cent of the classes visited by Hodgetts and his staff, the students were described as "actively bored"; another 17 per cent, "passively bored"; and 41 per cent, "mechanical."⁴

¹A. B. Hodgetts, What Culture? What Heritage? Toronto: The Ontario Institute for Studies in Education, 1968.

²Ibid., p. 60.

³Ibid., p. 21.

⁴Ibid., pp. 59-60.

"The majority of English-speaking high school graduates," Hodgetts writes in summary, "leave the Canadian studies classroom without the intellectual skills, the knowledge and the attitudes they should have to play an effective role as citizens in present-day Canada. What they do remember has neither practical nor aesthetic value; it has not enriched their minds. . . . Canadian studies do not give to most of our young people a constructive sense of belonging to a unique, identifiable civic culture."⁵

Hodgetts concludes his report with a recommendation that a Canadian Studies consortium be established to implement a national curriculum development plan designed to make "radical changes" in the teaching of Canadian studies in our elementary and secondary schools. Included in his recommendation is the idea of regional centers as the means through which the curriculum development plan

⁵Ibid., pp. 116-7.

would be implemented.

A number of events have brought Hodgetts' recommendation to the brink of realization:

- (1) the establishment of a Canadian Studies program at the Ontario Institute for Studies in Education, under the chairmanship of Dr. E. J. Ingram.
- (2) a three-day Invitational Feasibility Conference held in Toronto, February 20-22, 1969, involving over 100 delegates representing the whole range of Canadian education. The conference (which was sponsored by the Ontario Institute for Studies in Education) recommended that a Canadian Studies Foundation be established with A. B. Hodgetts as the first chairman.
- (3) a three-day Canadian Studies Conference, again sponsored by the Ontario Institute, held at Trent University, May 26-28, 1969, involving 57 delegates

(all but five from central Canada). This conference reported on progress toward establishing the Canadian Studies Foundation and wrote guidelines for the development of programs.

The impetus toward establishing a western consortium for curriculum development in the area of Canadian Studies came largely from the three western delegates to this second conference: Dr. L. W. Downey, Director, Alberta Human Resources Research Council; Mr. John S. Church, Acting Director of Professional Development, British Columbia Teachers' Federation; and Dr. George S. Tomkins, Faculty of Education, University of British Columbia.

At their initiative, a planning group was called together to meet in Calgary on June 27-28, 1969. This group (the members of which are identified elsewhere in this document) reviewed briefly the findings of the Hodgetts Report, considered the feasibility of

establishing a western regional project in Canadian Studies, and discussed in some detail suggestions for the initial curriculum focus of such a project.

An "action committee" consisting of Mrs. Hilda Symonds of the University of British Columbia and Dr. Gordon McIntosh of the Alberta Human Resources Research Council was constituted and assigned the task of drafting a preliminary proposal for curriculum work in the area of Canadian studies to be carried out as a western regional project.

The preliminary proposal was discussed at a second meeting of the original group (now enlarged so as to be more representative of organizations in Alberta and British Columbia) in Kelowna on September 26-27. The preliminary proposal was endorsed in principle and the "action committee" was asked to prepare a second draft. In addition, the group constituted itself as an interim policy committee with Mr. Charles Dick, a Vancouver social studies department head as chairman.

and Dr. Gordon McIntosh as secretary. Finally, it was decided that observers should be invited from Manitoba and Saskatchewan to attend the next meeting of the interim policy committee, December 5-6, in Vancouver.

At the Vancouver meeting, the project became a western regional effort by the addition of persons from Manitoba and Saskatchewan to the interim policy committee. The preliminary proposal was adopted as a general statement of objectives and direction for the western project, and a subcommittee was struck to receive subproject submissions from teachers and to write the final proposal. The unique character of the western project is illustrated by the composition of this subcommittee, which is made up of senior professional development officers from the four western provinces -- Kris Breckman (Manitoba), Art McBeath (Saskatchewan), Ken Bride (Alberta), and John Church (British Columbia) -- with Gordon McIntosh as the subcommittee

secretary. This is a "first" in western Canada for interprovincial cooperation in curriculum development work, one which we hope sets a pattern for the future.

The preliminary proposal sets the framework for the western project. It is a bare skeleton at best, however, which must be fleshed out by the ideas of teachers throughout western Canada. For the next two months the proposal subcommittee will receive submissions from teachers, and will use these to draft the final project proposal. To our knowledge this is a unique approach to curriculum development, one which we will eagerly put to the test over the next several months and years.

This proposal can be seen as the western response to the challenge posed by Hodgetts. The members of the interim policy committee are deeply concerned by his findings. We have committed ourselves to do what we can toward helping Canadian students develop a "sense of

belonging to a unique, identifiable civic culture."

It would be presumptuous on our part to attempt to tackle the whole spectrum or, indeed, even to lay claim to a complete knowledge . . . what our unique civic culture might be. Surely, however, it has to do in part (as our best poets and painters have recognized) with the magnificent natural environment with which we have been endowed and with the man-made environment we are creating. The former sets exacting standards for the latter, standards which to date we have fallen far short of attainment.

As the pace of change accelerates and as the instruments of technology become more and more powerful, even the vast Canadian landscape appears to be shrinking; within our towns and cities familiar vistas disappear almost overnight. Our political decisions, which in a democratic society must be collective decisions, become increasingly complex and the citizen becomes increasingly frustrated. If the

quality of our natural landscape is to be conserved and if the quality of townscape is to be improved, we -- the Canadian people -- need to learn to control our environment. We need to develop a civic culture committed to excellence in community and regional development, a culture which will not fall too far short of the standards implicit in our land's austere beauty and challenge.

It is our conviction that this can be achieved, at least in part, through education, i.e. through studies of urbanization and urban life. We need new approaches and techniques especially suited to helping students develop their understanding of the environment and concern for its quality. The process of environmental education must begin early and be continued throughout life. It must have a broad approach and the assistance of many disciplines.

Studies of urbanization and urban life, furthermore, should allow for the consideration of value questions. If they do not, there

is great danger that we may only be teaching students what they already know. For example, students know that most cities develop slums in their older areas, and they know many of the descriptive characteristics of slums. But do they know why slums exist? that slums may exist because they are profitable, for example. Through dealing with such questions a value issue may be established -- e.g., private ownership of property vs. the public interest.

We can identify a number of such issues related to urbanization and urban life, e.g. controlled growth of major urban centers vs. freedom in the private sector to locate facilities where desired; urban land assembly under public auspices vs. private ownership and development of land; and so on. Through focusing on such issues, many of which are highly emotion-laden, the student can be engaged deeply in studying the process of urbanization and its various effects.

We are proposing, therefore, a curriculum development project

which will focus on the urban, man-made environment in its relation to the region. Through this approach it is our aim to help our students to develop a commitment to what might be the Canadian equivalent of the Athenian pledge, "that in all these ways, we may pass on this city, greater, better, more beautiful than it came to us."

THE PROPOSAL

The intent of this preliminary proposal is two-fold: (a) to recommend creation of a western regional organization for curriculum development in the area of Canadian Studies, and (b) to outline a proposed initial area for curriculum studies by such an organization.

We urge in this proposal that the first project of the western group deal with the effects of urbanization on the environment in which we live. The reasons for this recommendation are presented below. Before these are considered, however, we wish to emphasize that this curriculum area should be seen as an initial (albeit very important) effort which, if carried through successfully, might well lead to the group taking on other curriculum problems in the area of Canadian Studies.

Stated another way, we believe that creation of the western group is important in and of itself, apart from the particular curriculum area which it may initially address. Such an organization would serve

as the vehicle by which curriculum development expertise (including project design and management, evaluative techniques, and production and dissemination of materials and procedures) would be conserved for application to a series of Canadian Studies curriculum projects. Such skills and experience are not commonplace and, once assembled in a functioning team, should be nurtured on a continuing basis to address the continuing curriculum development needs which we foresee in the area of Canadian Studies.

Nevertheless, the western group would be established in the first instance to address a particular curriculum problem, one sector of the total domain of Canadian Studies. We refer to this initial project by the title, "The School and the City." The remainder of this proposal considers the form this initial project would take.

Short Title: The School and the City

Purpose: The purpose of this project is to develop and assess materials and methods to assist the Canadian school student in understanding the impact of urbanization on his environment. More specifically, the project is directed toward creating the circumstances for learning in which the student can develop the following characteristics:

(a) the ability to observe and describe with increasing depth and sensitivity the environment in which he lives;

(b) questions others about his environment and, as a result, is motivated to identify and interpret the forces which shape it --

economic, technological, social, and cultural;

(c) the ability to bring to the analysis of urban issues a variety of perspectives and modes

of inquiry;

(d) analyzes and evaluates plans for the development and redevelopment of his environment on the basis of discriminating social values and aesthetic standards;

(e) attains sufficient knowledge of the procedures and problems of urban and regional planning to enable him to play an effective citizen's role in environmental development,* and

(f) develops feelings of personal efficacy by learning how to act in improving the quality of his environment and is thus enabled to participate effectively in decision-making

*In dealing with "procedures and problems of urban and regional planning," our intent is not to emphasize the techniques of planning, i.e. statistical procedures and so on. Rather, we have two different problem areas in mind. One has to do with the planning process both in its present form and also in some future, hopefully more effective, form. Such questions as the following would be asked: Who makes planning decisions? What kinds of information are used? Who influences the planning process and how do they exert their influence? How are plans evaluated?

In addition, we would emphasize the value issues implicit in planning, e.g. the effect of middle-class commitment to single-family housing on urban planning. In short, the emphasis under this objective is on policy issues in relation to the planning process and on aspects of the process itself, rather than on planning techniques.

situations.

In stating the above objectives, the concept "environment" has been emphasized. This term should not be construed narrowly so as to mean exclusive emphasis on such matters as planning and design. For us, "environment" includes the activities of persons as well and is not limited to the stage on which the activities are carried on; it is a human and social concept. This means that "activities" affected by urbanization (for example, family life and crime/delinquency) are as important in our conception of the project as questions of urban and regional planning.

Rationale: Curriculum work in Canadian studies could address a wide range of possibilities -- the history and culture of our native peoples, social history of Canada, the contributions of the various immigrant groups to the Canadian mosaic, the effects of geography and economics

on regional development, to name but a few. Thus, a curriculum project in Canadian Studies must choose from among a set of strong possibilities.

The Urbanization Theme We have chosen a single theme as the beginning point for activities of the western regional project in Canadian Studies curriculum development -- The School and the City. Why do we choose this theme as the entry point for our curriculum development activities?

First, we choose this theme because Canada is already predominantly an urban country and is rapidly becoming even more urban. By 1980, eight out of ten Canadians will be urban residents, and six out of ten will be concentrated in 29 metropolitan areas and large cities of 100,000 and over. Over the next decade the pace of

¹ Economic Council of Canada, Fourth Annual Review: The Canadian Economy from the 1960's to the 1970's (Ottawa: Queen's Printer, 1967), p. 223.

urbanization in Canada will continue to be the highest
among the major industrial countries of the world.²

Canada is a fascinating laboratory for studying the effects of urbanization. Because of the regional diversity of this country, urbanization and urban life display a remarkable variability. Contrast urbanization in the Prairie Region with that of British Columbia, for example. The latter has been essentially an urban province from the beginning whereas the former is undergoing startling revision of its social fabric, largely through rural depopulation and the concentration of the populace in a very few urban centers. When these kinds of regional variations are combined with frontier urban settlement, another example of our diversity and uniqueness in urban

²Ibid.

development, we become more aware of the breadth of opportunity to learn about ourselves through the study of where and how we live.

The impact of the city reaches out to our nonurban minority, moreover, because the city is representative of a way of life which extends itself well beyond city borders through the various media of communication, blurring rural-urban distinctions in values and life styles. We also must be aware that some three-quarters of the students now attending school in rural and remote areas will live their adult life in urban centers.

The effects of urbanization have a direct, sometimes dramatic, often painful impact on the small-town dweller. The closing of the small high school or hospital as regional facilities are established, for example, may undo years of effort by community leaders to build a

viable community in the small town. Widespread understanding of the urbanization process will not make this kind of adjustment less painful, but it may make long-term planning for regional development more rational and humane. For these and other reasons, study of the effects of urbanization is as important to the rural as to the urban school student.

Urbanization is a world-wide phenomenon, of course, but this is not to say that everywhere in the world it takes the same forms. As was noted above, even within the different regions of Canada urbanization has taken different forms. To fully understand urbanization, then, we should study both its general and specific characteristics. This means we should study urbanization as it affects us in our immediate environment, which we cannot do if we continue to depend exclusively on United States'

and British source materials. To continue to do so is to risk further alienation both from our immediate environment and, ultimately, from our more general cultural milieu.

Our "inner-city" problems are not identical with those encountered by the Americans and the British, nor are our other problems of housing, transportation, and coordinated urban development. Problems universally encountered by countries in the throes of urbanization take on unique forms through the interplay of historical, cultural, geographic, economic, and other factors. For us to understand our urban environment we must study it in the Canadian context.

On the other hand, once we understand our own urban problems we are in a position to understand urbanization as it occurs in other countries, including the under-

developed nations of the world.

We should not underestimate the need for urgency in developing curricula which will help students see their environment with "new eyes." Within a democratic political framework, the citizen plays a key role in shaping the urban environment. He plays this role by default if he opts out from involvement. He can play it positively by bringing his influence to bear on the the various processes of urban planning. Our students must learn the lessons of older urbanized areas. Already we can begin to see the shape of things to come -- pollution, apathy and alienation, uneconomic and un-aesthetic land use. The Economic Council describes the present urban situation in these terms:

Shortages and inadequacy of urban housing, traffic and transport problems, air and water pollution, the confused jumble of conflicting land uses, decaying neighbourhoods and monotonous suburbs, urban poverty and social dis-

turbance, steadily rising property tax burdens and the frustrations of municipal administration -- these are familiar burdens to the average Canadian city dweller today.³

Must such a state of affairs continue to exist? Is this state an inevitable consequence of urban life, to be endured or ignored? We do not think so. On such an assumption, this proposed curriculum project is predicated.

To understand the urban environment and to engage confidently in the processes by which it is shaped -- these ends we feel are essential. It is to these ends that our curriculum is directed, and to the end of a stimulating, diverse, and aesthetically pleasing urban environment.

Appropriate-
ness for a
Western
Regional
Project on
Canadian
Studies The urbanization theme would seem particularly appropriate for a western regional curriculum project. To 1980 the highest proportionate increases in urban population (44 per cent) in Canada will be in British Columbia and

³Ibid., p. 191.

the Prairie Region.⁴ In the latter, the increase in urban population will equal the present combined populations of Winnipeg, Saskatoon, and Calgary!⁵ On the west coast the population of metropolitan Vancouver will climb to substantially over one million.⁶

Despite this rapid urban growth, the problems already experienced in older urban areas are still in their incipient stages in western Canada. From the standpoint of public policy, earlier experience can be drawn upon and old errors avoided.

The high priority of urban problems for a western project on Canadian Studies is further indicated by the intentions of the Province of Alberta to commission a major study

⁴Ibid., p. 188.

⁵Ibid.

⁶Ibid., p. 190.

... urban problems early in 1970. The school curricula in the western provinces make provision for the study of urbanization and urban life. There seems to be general receptiveness to urban studies as a priority both for social development in general and for curriculum development work in particular.

Relationship to the Overall Canadian Studies Effort

There would seem to be two principal ways in which this proposed project relates to the overall Canadian Studies curriculum development effort. The first way has to do with the products of the proposed project; the second, with the procedures to be adopted in carrying the project forward.

Although the proposed project would be based in western Canada, the intent of the project is to develop fundamental approaches to urban studies which could be used in schools across the country. Deliberate efforts

would be made to disseminate widely the various products of the western regional Canadian Studies group, to show their applicability and ways in which they could be adapted to local conditions from coast to coast.

But the overall Canadian Studies effort is aimed not only at the development of curricula, but also at devising new approaches to curriculum development.

The proposed project will emphasize teacher (and student) involvement in development work, and will be more oriented to the "here and now" than is usual in most Canadian social studies programs. In these senses, our project is based on assumptions fundamental to the overall Canadian Studies effort.

This is not to say that we ignore the value of the historical perspective in studies of urbanization and urban life. Although we are convinced that the

historical approach to the study of urban development per se is not the most suitable, given our objectives, we are equally sure that an historical perspective on current issues will be useful to understanding present and future and that teachers and students will wish to pursue such inquiries.

Finally, our project emphasizes the involvement of students in a critical aspect of Canadian life. The intent of our proposed curriculum is to assist in the development of aware and involved citizens. In this respect, also, our efforts are complementary to the total thrust of the Canadian Studies effort.

Objectives: We must first distinguish between various levels of objectives. At the first level there are what we might call project objectives. These address the question, "What is the project going to do?" on the most general

level. Will the project develop materials? Will it devise in-service teacher education programs? Such questions are answered when the project objectives are stated.

Moving to a higher level of specificity we come to the area objectives (general). For example, if one of the project objectives calls for the development of curriculum objectives would lay out the specifications for development work in this area. Here we would ask the question: what do we want to accomplish with the proposed curriculum? What kinds of changes do we envisage in the students who use these materials? We might formulate the following objective: the student can observe and describe the urban environment in which he lives with sensitivity and in depth. This is an area objective (general).

But such objectives point in imprecise directions at best. The guideposts for arriving at the desired destination are set by the specific objectives which are formulated in behavioral terms. Through such objectives we operationalize the general objectives. An example of a specific objective related to the general objective stated above might be: the student can make an inventory of land use in his immediate neighborhood.

And so we proceed in formulating levels of objectives of ever greater specificity. The more generally formulated objectives set the frame of reference within which the next level of more specific objectives is written.

It will be our intent here only to set the basic frame of reference and to give indications of how this might

be moved to a higher level of specificity. The writing of the specific (behavioral) objectives must, of course, be a task for the curriculum writers as the project moves into full operation.

We suggest the following four project objectives

as the basic frame of reference for the project:

- (1) to formulate a set of principles on which to base development of methods and materials for studying the effects of urbanization.

It is necessary to formulate a curriculum rationale by which selection of specific objectives (hence, content and methods) can be guided. This curriculum rationale could be formulated in a number of ways. For example, it could be expressed in terms of the key themes used

by the U.B.C. project, "The Teacher and the City":

- (a) The city is organic in nature.
- (b) The city is the people.
- (c) The city is a system within systems.
- (d) The city is a work of art.
- (e) The city is a way of life or a state of mind.
- (f) The city is a school.

In Goodlad's terms, these would be referred to as the "organizing elements" of our proposed project, i.e. the unifying elements which tie the various parts together into a meaningful whole.⁷

⁷John I. Goodlad, School Curriculum Reform in the United States (New York: The Fund for the Advancement of Education, 1964), p. 53.

Alternatively, the rationale could be a model of the process by which the individual relates to his community and learns to assume a share of responsibility for it:

- (a) He learns to "see" his environment with a new depth and clarity; he learns to ask questions and through them acquires an ever more sensitive understanding of the processes, events, and relationships in his environment.
- (b) He becomes identified with his environment, i.e. he feels as if he is part of the processes by which it functions.
- (c) He becomes actively involved in the public affairs of his community.
- (d) He formulates his aspirations for a better life in his community and communicates his ideas to others, i.e. he engages in the

creative work of the citizen.⁸

These two approaches to formulating a curriculum rationale are put forward only as suggestions, to underline our contention that a rationale must be developed to serve the essential function of giving focus and structure to this multidisciplinary curriculum project.

(2) to develop procedures and programs for teacher education.

The preparation of teachers for a curriculum which addresses the effects of urbanization on the environment

⁸In essence, we are referring to an idealized process of political socialization in this four-stage model, i.e. we are talking about the stages through which a child/young adult develops his political orientations. Robert D. Hess condemns the present outcomes of political socialization processes as follows: "In short, much of the political socialization that takes place at elementary- and high-school levels is lacking in candor, is superficial with respect to basic issues, is cognitively fragmented, and produces little grasp of the implications of principles and their application to new situations." See Robert D. Hess, "Discussion: Political Socialization in the Schools," Harvard Educational Review, XXXVIII: 528-536 (Summer, 1968), p. 532. His diagnosis of the causes for this sorry state of affairs is required reading for participants in this project.

will be a major task of the project. As noted above, the teachers must be trained on a multidisciplinary basis. The range of disciplines relevant to understanding the urban environment is extensive -- planning, urban geography, sociology, biology, to name but a few.

Thus, the proposed curriculum project is a direct challenge to the more usual compartmentalized, separate-discipline approach to education. The urban studies teacher must be seen as a coordinator of disciplines.

The project, then, will develop multidisciplinary modes of teacher education (in-service and pre-service), having two kinds of objectives: (a) equipping teachers with the necessary knowledge, skills, and attitudes; and (b) facilitating interchange of ideas between teachers of different disciplines.

(3) to develop methods and materials for studies
of urbanization.

Three factors will be considered here -- methods, materials, and learning settings. Learning settings are of particular relevance. Normally, they are considered a given or near-given element in program development. The learning setting is the school classroom or some special facility within the school, often called a laboratory. Learning settings would be a great deal more varied in the proposed project, however. The community itself would be used extensively as an instructional setting. The proposed curriculum would be very much at variance with the ivory tower concept of education and educators. It would be directed toward building community bridges; in significant degree, it would be education-in-community.⁹

⁹ For excellent discussions of this idea, see Fred M. Newmann and Donald W. Oliver, "Education and Community," Harvard Educational Review, XXXVII: 61-106 (Winter, 1967); Fred M. Newmann, "Discussion: Political Socialization in the Schools," Harvard Educational Review, XXXVIII: 536-545 (Summer, 1968); and Joseph C. Grannis, "The School as a Model of Society," Harvard Graduate School of Education Association Bulletin, XXI: 15-27 (Fall, 1967).

Procedures directed toward development of methods and materials need careful consideration. There is now in education an extensive body of technique for course content improvement through large-scale curriculum projects. We have in mind the development of materials in multimedia, including materials for independent study. These will be carefully field tested, evaluated, and the conditions for optimal use specified. Carefully edited local materials will figure heavily in the project.

Closely related to both materials and settings is a third factor which might be called "models of inquiry." Here we have in mind the encounter between the student and the materials and settings in which he operates. The fundamental question is: how do we arrange the various contingencies so as to draw the student into an inquiring mode? Our aim would be to develop a variety

of teaching procedures by which inquiry becomes the principal learning mode.

(4) to examine the implications of the program

and to determine its various effects.

The development and implementation of effective programs of urban studies in the schools have implications for all forms of post-secondary education, including adult education. Ultimately, there would be changes in the political attitudes and behavior regarding urban issues among students who have undertaken such studies. The proposed project would undertake to assess these effects and to consider their various implications.

Key

Assumptions: Implicit in the foregoing have been a number of assumptions which must be identified and clarified. The first has to do with our definition of curriculum development.

We do not think of curriculum as a prescribed course of

study laid down by a provincial Department of Education.

Rather, we think of curriculum as consisting of "the lessons and tasks to be learned and performed by the students."¹⁰ Our goal is to develop tested alternatives for use by teachers and students, at the time and place of their choosing, in independent, small group, and entire class study. Materials would be developed and tested for use by students at differing levels of maturity, from kindergarten through the twelfth grade.

Our task in the project is three-fold: (a) clarify the specific objectives; (b) determine the organizing elements; and (c) develop the "organizing centers," i.e. the "topics, problems, units, events or focal points, designed to stimulate appropriate behavior on the part of the students."¹¹

¹⁰ Goodlad, loc. cit.

¹¹ Ibid.

It would be premature to begin, in this proposal, the tasks outlined above. This is the work of the project itself. We can, however, identify the principles underlying the carrying through of these tasks, and outline several examples of the kind of "organizing centers" we might develop. We summarize as follows what seem to us to be the principles which should guide our development work:

(a) Certain skills would be continually nurtured,

using materials and methods suitable for

students at differing stages of development.

These skills would include: (1) observation

and description; (2) classification and

ability to state generalizations from data;

(3) discrimination -- ability to make judgments using aesthetic and social criteria;

(4) problem-solving abilities; and (5) skill

in group decision-making processes.

(b) As the student matures, there would be corresponding systematic changes in the focus of materials: (1) from the immediate, local effects of urbanization and urban life to examination of the implications of urbanization as a world-wide phenomenon; and (2) from the concrete to the more abstract in the various aspects of the urban environment -- physical, social, political, economic, and aesthetic.

(c) Maximum use would be made of the community and its resources. As little as possible would be done through second-hand experience. There would be an emphasis on up-to-date current materials.

(d) The materials would be multidisciplinary in nature and could be used within the existing framework provided by current courses and programs.

(e) An emphasis would be placed on student involvement in the selection of materials for study, as well as student involvement in the life of the community.

As pointed out above, these assumptions would be reflected in the objectives for students, the organizing elements, and organizing centers of the curriculum. These "organizing centers" could take a variety of forms. For purposes of illustration only, three such forms are discussed briefly below:

The Episode. A National Science Foundation-funded project, sponsored by the American Sociological Association, known as Sociological Resources for the Social Studies, has developed the "episode" as its "organizing center."¹² Each episode (which occupies about ten classroom

¹² Information brochure of Sociological Resources for the Social Studies. Further information can be obtained by writing to SRSS, 530 First National Building, Ann Arbor, Michigan 48108.

periods) is designed so that the student can experience sociology firsthand. Students participate in gathering, classifying, and analyzing data through laboratory and field exercises. Some of the episodes under development are: Cross-Cultural Studies in Urban Patterns, Migration to Cities, The Family and Divorce, The Kid Who Had a Thing for Lincolns: A Study of Juvenile Delinquency, and Hypothesis Testing in the Social Sciences. In total, some thirty-six such episodes will be produced.

Newmann's "Action Experiences." A totally different "organizing center" has been suggested by Fred Newmann of the University of Wisconsin.¹³ Newmann would have students undertake "action experiences" ranging from "detached study and observation in the field to apprenticeship to leadership." The purpose of each is to help the

¹³ Fred Newmann, op. cit., pp. 540-5.

student to operate more effectively within the political system, to learn to use various kinds of influence -- election campaigning, lobbying, letter-writing, canvassing, petitioning, and so on. Various agencies, including political parties, churches, and ad hoc committees, would share responsibility with the school for supervising the student undertaking an "action experience." A "community resource specialist" employed by the school would seek out action possibilities in the community to be undertaken by students.

Invitations to Inquiry. A kind of "organizing center" introduced to the teaching of the sciences by Joseph J. Schwab may be applicable to the studies envisaged in this proposal.¹⁴ The purposes of the "invitations" are: (a) to show students how knowledge arises

¹⁴ See Joseph J. Schwab, Biology Teachers' Handbook (New York: John Wiley and Sons, Inc., 1963), Chapter 4, "The Nature and Use of Invitations to Enquiry."

from the interpretation of data; (b) to show that the interpretation of data depends on concepts and assumptions which change as our knowledge grows; (c) to show that because these principles and concepts change, knowledge changes also; and (d) to show that knowledge does not change in arbitrary ways but for good reason. The "invitations" draw each student actively into an inquiring mode, e.g. a simple "invitation" may only call for the student to draw a conclusion from data that have been provided. As the student learns the skills of inquiry, the "invitations" become progressively more complex.

In the above we have outlined examples of the kind of development work that might go forward. At a very early stage in moving the project to an operational footing, a complete inventory of possibilities and an assessment of their appropriateness for this project

must be undertaken. The procedure we have adopted is to seek submissions from teachers and others outlining possibilities for specific work. In this way we hope the project will develop as broad a base as possible.

Project Development A curriculum development project such as we propose must be mission-oriented. That is, it must be so planned and organized that the creative contributions of the people involved can be coordinated toward the achievement of goals which would elude a comparable group of investigators working only on "their own thing." This is not an easy state of affairs to bring about. We must attempt to establish a plan for project activities and an organizational framework to coordinate these activities which reinforces creative efforts and brings these into productive interaction. At the same time, we do not wish to compromise our commitment to the mission orientation. In the material which follows we have

attempted to define the circumstances in which both creative individual effort and a mission orientation are possible.

In particular, this section deals with the various aspects of project planning, organization, and management. We answer the question: how does the job get done? Six aspects are considered: (a) project organization; (b) project phasing; (c) delineation of project tasks; (d) delineation of project components; (e) budget; and (f) allocation of costs.

Project Organization

There would seem to be four alternatives (varying in degree of centralization) from which to choose for organization of the proposed project.

- (a) one project, completely centralized, managed in a single location maintaining liaison with other centers of Canadian Studies activity;

- (b) project design and management centralized but subprojects in a number of centers commissioned: these subprojects coordinated and supervised by a project secretariat;
- (c) projects designed and managed in an autonomous fashion but sharing a common theme with a co-ordinating committee made up of the principal developers in the subprojects, the committee serving to keep overlap of efforts to a minimum;
- (d) a series of independent projects, completely decentralized, carried on in a number of centers with no encompassing rationale or administrative coordination but with an information exchange.

From our discussions and our commitment to a mission orientation, it seems that the most effective form of organization would probably take on elements of alternatives (b) and (c). We see three organizational entities

necessary to coordinate and manage the project: (i) project trustees; (ii) a project secretariat; and (iii) a number of project teams (perhaps four to six).

Project Trustees. The Project Trustees would meet probably twice yearly to review progress and to chart the direction of the project. It would be made up of ten to twelve persons who because of their position and expertise (not necessarily in education) can, through their advice, steer the project through to a successful conclusion. In addition, the trustees would hold ultimate responsibility for funds.

It would be the responsibility of the interim policy committee to establish a basis for selecting the trustees. The secretary of the Board of Trustees would be the executive-director of the project.

Project Secretariat. We recommend establishment of a

small project secretariat staffed by an executive director, an assistant director, and supporting personnel. The executive director would chair a coordinating or policy committee made up of the leaders of the project teams.

The responsibilities of the policy committee are:

- (a) coordinate and supervise the work of the various sub-projects;
- (b) facilitate communication among the various sub-projects and between the total project and the public-at-large, particularly the schools;
- (c) participate in the nation-wide network of Canadian Studies projects;
- (d) gather and disseminate relevant materials for use by the project teams;
- (e) refine and re-define (as necessary) the terms of reference of the project teams; and
- (f) develop and implement field testing, dissemination, and evaluative procedures.

Project Teams. These teams would be made up of teachers and university persons involved on a working day-to-day basis in such activities as the development and trial of methods and materials. The terms of reference for each team would be set by the policy committee making use of the necessary expert advice. The leader of each project team would, in all likelihood, have had successful and recent experience in working with students in the schools and would be released one-half to two-thirds time from his regular duties (teaching, supervision, administration, etc.) for his work in the Canada Studies project. Graduate students, teachers with released time for project work, and university staff members acting as consultants would provide much of the manpower for the project teams.

An important staffing question remains, having to do with supporting technical assistance -- graphic design, layout,

drafting, photography, and so on. Should each team have its own technical support staff? Should technical support be centralized in the project secretariat? Our view would tend toward the latter, at least in the initial stages of the project.

Figure 1 presents a summary of the recommended form of project organization.

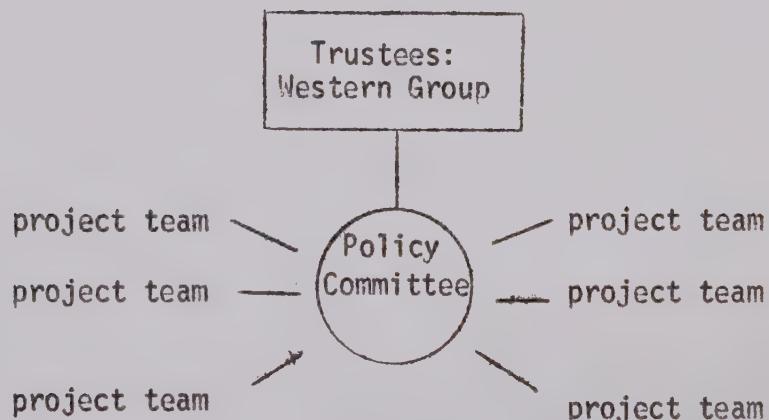


FIGURE 1

PROJECT ORGANIZATION

Project Phases. The following sequence of activities is suggested, assuming project funding early in 1970.

| <u>Time Period</u> | <u>Activity</u> |
|--|--|
| PHASE 1. January 1, 1970, to June 30, 1970. (See the flow chart in Appendix E.) | 1. Constitute the project trustees; appoint the executive director and the leaders of the project teams. 2. Policy Committee meets to review and refine |

Time Period

Activity

the terms of reference for the project teams;

summer workshops for the project teams

planned.

Organizing
the
Project

3. Members of the project teams recruited; technical support staff hired; project office

established.

4. Communications procedures established; project newsletter planned.

5. Consultants recruited to participate in the

summer workshop; consultants advise on

project guidelines.

PHASE II.
July 1, 1970,
to June 30, 1971.

Development
Phase

1. Summer workshops where the project teams

begin development of materials and pro-

cedures within the terms of reference set

by the Policy Committee.

2. Trial, revision, and continued development

Time Period

Activity

by members of the project teams through-

out the school year.

3. Establishment of communications and review

procedures so that the work of the sub-

projects can be coordinated, progress assessed,

and products shared with the other teams.

PHASE III.
July 1, 1971,
to June 30, 1972.

1. Summer workshops where the work of the pre-

ceding year is assessed and extensive re-

visions are undertaken.

2. Training institutes for selected teachers

and schools in an extended network of trial

schools. (The network would be extended to

additional schools in the four western

provinces, and to selected schools in other

provinces.)

| <u>Time Period</u> | <u>Activity</u> |
|---|--|
| | 3. Trial of revised materials and procedures; adaptation of program to the local conditions of schools in the extended network; assess- ment of these pilot dissemination efforts. |
| PHASE IV. July 1, 1972, to June 30, 1973. | 1. Summer workshop for developers; second extensive revision of materials and pro- cedures, including assessment of the dis- semination procedures. 2. Summer training institutes for teachers in a considerably extended network of trial schools. 3. As in Phase III. |
| PHASE V. July 1, 1973, to June 30, 1974. | 1. Incorporate revisions suggested by evaluation in Phase IV. 2. Large-scale dissemination through nation-wide pre-service and in-service teacher development |

| <u>Time Period</u> | <u>Activity</u> |
|---|---|
| | programs, in cooperation with other Canadian |
| PHASE VI. July 1, 1974, to December 31, 1974. | Studies projects. |
| | 1. Wrap-up activities to consider the outcomes of the project and directions for future activity. |
| | 2. Publication of project results. |

Project Tasks. A number of project tasks can be identified. These are listed below, together with a preliminary assignment of responsibilities:

| | <u>Task</u> | <u>Responsible Group</u> |
|----|--|--|
| a. | determination of terms of reference for project teams and overall project. | Interim Policy Committee delegating authority to subcommittees as necessary. |
| b. | development of the various pro- ject components.* | each of the project teams will have its defined area of responsibilit |

*The substantive nature of the project components will be considered in the next session.

| <u>Task</u> | <u>Responsible Group</u> |
|---|---|
| c. communication between project teams and between the project and other interested parties. | Policy Committee and the project central staff. |
| d. field testing; development of a design for evaluation of the work of the project; carrying out the evaluation. | project central staff in cooperation with the project teams. |
| e. dissemination of the project's products (including the design and establishment of institutes for teacher training). | project central staff executes decisions of Policy Committee. |
| f. final assessment of project outcomes. | Policy Committee in consultation with the Advisory Committee. |

Project Components. In this section, project components will be delineated. By a project component, we mean an activity which yields findings or products essential to the total project. A project component

is closely coordinated with other project activities but can be assigned to an autonomous work group for development. However, each group must work within carefully specified terms of reference (which would be formulated cooperatively by the various work groups through the Policy Committee) and must meet deadlines established by the Policy Committee.

- a. inventory of curriculum work completed or under way related to the project theme (effects of urbanization).
- b. development of a materials resources center of curriculum and other materials which would be useful to the project teams (including the development of appropriate annotated bibliographies).
- c. inventory of available films and other audiovisual materials related to the project theme; identification of areas in which new audiovisual materials must be developed; development of outlines for required audiovisual materials; negotiation with the National Film Board, the Canadian

Broadcasting Corporation, and other agencies for their assistance in developing required audiovisual materials.

- d. outline of the training procedures necessary for teaching in an interdisciplinary program of urban studies; development of curricula for training teachers to use the urban studies methods and procedures (using a variety of modes -- summer and academic year institutes, in-service and pre-service); organization of appropriate institutes for project dissemination.
- e. development of a taxonomy of the skills students might acquire through studies of urbanization and urban life.
- f. identification of value conflict areas around which studies of urbanization and urban life might focus.
- g. development and assessment of field procedures and exercises which would take students out into their urban community for purposes of observation, analysis, and participation in civic affairs.

h. compilation (and assessment of usefulness) of materials on local urban affairs; development of editing procedures by which such materials can be made useful for students and teachers; development of means (and contexts) by which local materials can be used optimally by students; working up of specifications for local materials resources centers.

i. (j., k., etc.) development of materials for a variety of inductive approaches to studies of local communities (e.g. Moore's "sample studies," case studies, simulation games, instructional units, etc.) suitable for various levels of student maturity.

A project team (or the central project staff) may take on one or more project components. Furthermore, a given component may be addressed simultaneously by more than one project team. The rationalization of team activities will be a continuing responsibility of the project's Policy Committee.

Project Budget. At this point in the development of the proposal, budgeting can be a very approximate exercise at best. However, a sample budget is presented, covering Phase II of the project (July 1,

1970, to June 30, 1971) as a rough indicator of the project magnitude.

Budget notes are included so as to make explicit the assumptions on which the budget estimates are made. Estimates for the total (five-year) duration of the project will be provided in the final proposal.

BUDGET ESTIMATES

Phase II

(July 1, 1970, to June 30, 1971)

1. Personnel Costs

1.1 Project Office:

| | |
|---------------------------------------|-----------|
| 1.1.1 Director | \$ 18,000 |
| 1.1.2 Assistant Director. | 9,000 |
| 1.1.3 Secretarial | 4,000 |
| 1.1.4 Technical support staff | 13,000 |

1.2 Project Teams:

| | |
|---------------------------------------|---------------|
| 1.2.1 Team Leaders. | 40,000 |
| 1.2.2 Released Time | 60,000 |
| 1.2.3 Graduate Assistantships | 32,000 |
| 1.2.4 Consultants | <u>15,000</u> |
| | \$191,000 |

2. Travel and Subsistence

| | |
|------------------------------|--------------------|
| 2.1 Project Office | \$ 3,000 |
| 2.2 Project Teams, | <u>6,000</u> 9,000 |

3. Supplies and Printing. 25,000

4. Conferences and Workshop

4.1 Summer Curriculum Workshop

| | |
|-----------------------------|--------------|
| 4.1.1 Subsistence | \$ 10,000 |
| 4.1.2 Honoraria | 25,000 |
| 4.1.3 Travel. | <u>2,000</u> |
| | \$ 37,000 |

5. Space and Equipment

5.1 Project Office

| | |
|---------------------------|----------|
| 5.1.1 Space | \$ 4,000 |
| 5.1.2 Equipment | 7,500 |

5.2 Project Teams

| | |
|---------------------------|---------------|
| 5.2.1 Space | 7,500 |
| 5.2.2 Equipment | <u>10,000</u> |
| | 29,000 |

6. Telephone and Postage 2,500

7. Materials Acquisition 2,500

TOTAL

\$296,000

Budget Notes:

- 1.1.1 The Director would devote full time to the project. He would be the equivalent of a senior administrator or supervisor in a school system or a senior associate professor in a university.
- 1.1.2 The Assistant Director might be a graduate student seconded to work full-time with the project.
- 1.1.4 This covers two full-time-equivalent technicians. The skills include drafting, photography, layout, and graphic design.

- 1.2.1 Four team leaders devoting two-thirds of their time to the project are assumed. Their salaries are estimated at the level of a senior high school department head, or at the middle of the associate professor range.
- 1.2.2 The released time would cover contributions of teachers to the work teams. We assume 20 teachers released 1/3 time throughout the school year at an average salary of \$9,000.
- 1.2.3 We estimate two graduate assistants working with each of the four project teams at an average stipend for twelve months of \$4,000.
- 1.2.4 We estimate 200 days of consultation time per year at an average daily rate of \$75.

- 2.1 This includes both staff travel and the expense of two two-day meetings of the advisory committee. Monthly meetings of the policy committee are budgeted for under category 2.2.

3 This figure is only a guess; it would include costs of the project newsletter, reproduction of materials, reports, and so on.

4.1.1 The estimate of subsistence is based on 20 days at \$15 per day for 30 of the 40 workshop participants (assuming the workshop is held at a center where some participants can live at home).

4.1.2 An honorarium of \$500 for each of the workshop participants is assumed; an additional \$5,000 is budgeted for consultants and instructors.

5.1.1 This is based on 1,000 square feet for the offices of the project secretariat.

5.2.1 This is based on 500 square feet for each of the four project teams.

6 Postage is estimated at \$2 per day; basic telephone at \$500 per year; \$1,000 per year long distance.

7 Curriculum materials from other projects; reports published by public and private agencies; and so on.

Allocation of Costs. The preliminary budget estimates presented above indicate that Phase II of the project would cost approximately three hundred thousand dollars. In the final proposal an allocation of these costs will be outlined.

CONCLUSION

It can be seen that a rather large curriculum development project is envisaged, yet in relation to many of the National Science Foundation course content improvement projects it is of modest scale. In organizational form, it is unique, combining elements of centralization and decentralization, and emphasizing the use of project teams in which teachers are centrally involved. It is our hope that teachers will now seize the initiative and, through their submissions, shape the final form of the project.

Appendix A

Members of the Interim Policy Committee

Proposed Canada Studies Project (Western Group)

Dr. Ted Aoki⁺
Associate Professor of Secondary Education
University of Alberta

Mr. Kris Breckman^{**}
Director of Professional Development
Manitoba Teachers' Society
Winnipeg, Manitoba

Mr. Ken Bride^{*}
Executive Assistant
Alberta Teachers' Association

Mr. Charles Bryfogle⁺
Social Studies Department
Magee Secondary School
Vancouver, British Columbia

Mr. John Church^{*}
Executive Assistant
British Columbia Teachers' Federation

Mr. Charles Dick,⁺ Head
Social Studies Department
Lord Byng Secondary School
Vancouver, British Columbia

Professor Harry Dhand^{**}
Department of Curriculum Studies
University of Saskatchewan
Saskatoon, Saskatchewan

Dr. Lorne Downey,^{*} Director
Alberta Human Resources Research Council
Edmonton, Alberta

Miss Moira Hegarty*
Head, Social Studies Department
James Fowler Composite High School
Calgary, Alberta

Mr. Peter Harper*
Principal, Grief Point Elementary School
Powell River, British Columbia

Dr. David Hemphill **
Director of Research and Planning
Department of Education
Winnipeg, Manitoba

Dr. Mick Hrynyk*
Associate Executive Secretary
Alberta Teachers' Association

Mr. Robinson Koibillai⁺
Assistant Principal
Jasper Place Composite High School
Edmonton, Alberta

Mr. Doug Ledgerwood**
Social Studies Consultant
Department of Education
Edmonton, Alberta

Dr. Art McReath**
Executive Assistant
Saskatchewan Teachers' Federation
Saskatoon, Saskatchewan

Dr. Gordon McIntosh*
Assistant to the Director for Program Development
Alberta Human Resources Research Council
Edmonton, Alberta

Professor Evelyn Moore⁺
Department of Curriculum and Instruction
University of Calgary

Professor Jack Peach**
Faculty of Education
University of Manitoba
Winnipeg, Manitoba

Mr. Norman Pearson⁺
Acting Director
Greater Vancouver Regional District
Planning Department
Vancouver, B. C.

Mrs. Hilda Symonds^{*}
Supervisor, Urban Affairs Programs
Extension Department
University of British Columbia

Dr. George Tomkins^{*}
Professor of Social Studies Education
University of British Columbia

Mr. Harvie Walker^{*}
Head, Social Studies Department
Magee Secondary School
Vancouver, British Columbia

Professor David Williams⁺
Department of Social Studies Education
University of British Columbia

CONSULTANTS

Mr. Rick Alway^{*}
Ontario Institute for Studies in Education

Dr. Ernie Ingram⁺
Coordinator of Education Studies
Alberta Human Resources Research Council

Mr. Doug Myers^{*}
Ontario Institute for Studies in Education

*Attended the Calgary meeting, June 27-28, 1969.

⁺Joined the Interim Policy Committee at the Kelowna meeting, September 26-27, 1969.

^{**}Joined the Interim Policy Committee at the Vancouver meeting, December 5-6, 1969.

Appendix B

CANADA STUDIES PROJECT
(Western Group)

Terms of Reference to Guide Preparation of Submissions

The work of the Canada Studies Project (Western Group) is described in an accompanying information sheet. This project is not yet a reality; we are still in the early planning stages although considerable progress has been made in defining the focus of the project. These planning efforts will result in a proposal for submission to the Canada Studies Foundation in early March, 1970. If we are funded, a number of project centers will be established throughout western Canada. These centers will work cooperatively to develop materials and procedures for use by teachers and students in learning about urbanization and urban problems.

The preliminary proposal for the Canada Studies Project (Western Group) presents a fairly detailed discussion of the general focus of the project, and should be read carefully by anyone interested in preparing a submission to the proposal subcommittee. Because this curriculum project is conceived to be one in which teachers will be directly and centrally involved, we urge all teachers who have ideas as to specific directions the project might take to bring these to our attention.

We plan to develop our final proposal in two stages:

- (1) invite interested teachers or groups of teachers to put forward their ideas as to specific curriculum development activities which might be incorporated within the overall project (to be submitted by January 30, 1970).*
- (2) use these ideas as a basis for framing the final proposal to be submitted to the Canada Studies Foundation. This final proposal will be drafted by a subcommittee of the Canada Studies Project (Western Group). The membership of this subcommittee is given in Appendix B-1.

We encourage all who may be interested in contributing their ideas to the final proposal to respond to this invitation. The preliminary proposal establishes the general focus of the project. The ideas we receive will help us define the specific directions in which the project will head. Two examples of ideas we have already received are given in Appendix B-2. These may be helpful to you in judging the kind of submission we have in mind.

In addition to the preliminary proposal and the example submissions, you can use the following guidelines in presenting your sub-project ideas:

- (1) At this point in time, all that is needed is the outline of your idea for a subproject. We do not need a great deal of

*Ideas received after this date but before February 20, 1970, can be studied and possibly incorporated into the final proposal. However, we urge that every effort be made by teachers to meet the January 30 deadline.

detail. The total length of your submission should not exceed 3-4 pages. If a more detailed presentation of your ideas is later found to be desirable, we will ask you for this.

- (2) Although no set format is required for your submission, we suggest the following outline:
 - (a) Title of your submission;
 - (b) Rationale: why the curriculum activities you suggest would be an important aspect of the Canada Studies Project (Western Group);
 - (c) Description: what specific curriculum development activities you recommend be undertaken by the project;
 - (d) Summary: what products would result from the curriculum development activities which you recommend, e.g. units, films, teachers' handbooks, reference materials, examples of student work, and so on.
- (3) The Canada Studies Project (Western Group) intends to place a special emphasis on school-based, teacher-led projects. Be sure you make clear in your submission how you would plan to proceed, e.g. involvement of teachers and students, use of specialists as consultants, etc.
- (4) If you have any questions, direct them to your provincial representative on the proposal subcommittee:

(a) British Columbia

Mr. John Church
Acting Director, Professional Development
British Columbia Teachers' Federation
105 - 2235 Burrard Street
Vancouver 9, British Columbia

(b) Alberta

Mr. Ken Bride
Executive Assistant
Alberta Teachers' Association
Barnett House
11010 - 142 Street
Edmonton, Alberta

(c) Saskatchewan

Dr. Art McBeath
Executive Assistant
Saskatchewan Teachers' Federation
2317 Arlington Avenue
Saskatoon, Saskatchewan

(d) Manitoba

Mr. Kris Breckman
Director of Professional Development
Manitoba Teachers' Society
McMaster House
191 Harcourt Street
Winnipeg 12, Manitoba

REMEMBER: For your submission to get the careful attention we would like to give it, please send it to your provincial representative by January 30, 1970.

APPENDIX B-1

Members of the Proposal Subcommittee
of the Canada Studies Project (Western Group)

Mr. Kris Breckman
Director of Professional Development
Manitoba Teachers' Society

Mr. Ken Bride
Executive Assistant
Alberta Teachers' Association

Mr. John Church
Acting Director of Professional Development
British Columbia Teachers' Federation

Dr. Art McBeath
Executive Assistant
Saskatchewan Teachers' Federation

Dr. Gordon McIntosh, secretary
Assistant to the Director (Program Development)
Alberta Human Resources Research Council

APPENDIX B-2

Example Submissions

Submission from Mr. Robinson Koilpillai, Assistant Principal, Jasper Place Composite High School, Edmonton, Alberta

Title: HUMAN CONCERNS IN URBAN PHENOMENA: A High School Study Program

Rationale: According to the report of the Economic Council of Canada, "by 1980, eight out of ten Canadians will be urban residents, and six out of ten will be concentrated in 29 metropolitan areas of 100,000 and over. Over the next decade the pace of urbanization in Canada will continue to be the highest among the major industrial countries of the world." The urbanization process and urban issues may well prove to be the most important problem of the second half of the twentieth century. Because of the many ecological and human conflicts and problems that this process has created, the field of urban analysis and study is of tremendous importance to young adults in high schools and to everyone else.

Project: This project proposes to look into the urban center of Edmonton as a miniature global society that mirrors the complexities and conflicts of human experience. It proposes to examine the concept of urban processes as a "total social phenomenon" that affects the lives of human beings, young and old. It will take a cross-disciplinary approach to delve into the highly

aggregative nature of this concept. This project proposes to encourage students and teachers to identify and to isolate individual elements of urbanization as a change process that contribute to a situation, and also to identify and to investigate global-type problems or collective elements that affect their lives totally.

(Some individual elements identified are housing, pollution, etc.; and some collective elements are anomie, poverty, value conflicts, power structure, etc.)

Description of Activities: The central objective of this unit of study is for students to acquire or to develop for themselves a sensitive understanding and a meaningful response to urban life. To meet this objective, the following methods and activities are suggested:

1. Encounters:

Seminars involving students, teachers, and community resource persons in order to encourage an exchange of ideas, perceptions, etc. This helps to identify the major concerns in urban phenomenon.

2. Experience:

Students and teachers are to participate in experiences that have intellectual and affective relevance to urban phenomenon. This could be individual, small group, or large group participation

limited only by contingencies of interest and availability of time and facilities.

3. Inquiry:

A planned cross-disciplinary probe into the "individual" and "collective" elements of the urban phenomenon. This may be done through field interviews, research, filming, etc. Both print and multi-media production of materials by students and teachers that will tell the story of the human experience under urbanization is a very important phase of this project.

4. Evaluation:

It is anticipated that this project will provide opportunities for students and teachers to analyze and to evaluate their experiences, their participation and the materials they produced in terms of cognitive and affective objectives. The project team will develop evaluative instruments to assess the activities and the materials in terms of these objectives.

Submission from Dr. Ralph H. Sabey, Superintendent of Schools, Westlock, Alberta

Title: CURRICULUM DEVELOPMENT: A STUDY OF CULTURES
ENCOUNTERED IN A TRANSITION FROM RURAL TO URBAN LIFE

Back-ground and The transition from rural life to urban life is occurring

Rationale: at an increasingly rapid pace. Due to changes in trans-

portation, communication, and the total technological aspects of Canadian life, it appears to be inevitable that the surge toward an urban environment will continue and increase. The inevitability can be argued. New knowledge, new technology, or a major social upheaval may reverse this trend toward urbanization. What does seem important in viewing this transition is that members of the Canadian society obtain knowledge pertinent to all parameters of the process. It is the objective of this proposed curriculum to provide this information in an organized fashion. The organization and underlying rationale is influenced by Jerome Bruner's emphasis on the power of organizing ideas to shape and stimulate thought. "The curriculum," says Bruner, "should be determined by the most fundamental understandings that can be achieved of the underlying principles that give structure to that subject. The best way to create interest in a subject is to render it worth knowing, which means to make the knowledge

gained usable in one's thinking beyond the situation in which learning has occurred." This curriculum proposes to create material and present ideas to help students understand and give meaning to the situations which may be met in the rural-urban transition.

Methods of Media and Material Development: The proposed media of this curriculum are ethnographic material relative to the studies of cultures. This ethnographic material -- films, written field notes, simulated games, and observation projects -- is provided with the aim of creating an opportunity for children to gather and organize data in a way similar to the social scientists. The material will be created and selected subject to the classical test of ethnographic material suggested by Black and Metzger: "It must enable one to anticipate and interpret what goes on in a society as appropriately as one of its members." Thus the suggested material would enable the children to anticipate and interpret what goes on in those societies which may be encountered in the rural-urban transition.

The major development of media would be in the area of filmed ethnographic accounts of the cultures which may be encountered in the rural-urban transition. The basic pattern of the curriculum material is to be that used by the Educational Development Center for use in

their curriculum, Man: A Course of Study, and which may be called the anthropological-ethnographic approach to the study of cultures. Briefly, it is anticipated that material relevant to the study of each society would include:

- A. Orientation (the setting - natural environment)
- B. Cultural Variables
 - 1. Technological
 - 2. Economic
 - 3. Social
 - 4. Political
 - 5. Legal
 - 6. Religion
 - 7. Aesthetic
 - 8. Recreational
 - 9. Educational
 - 10. Personal life

A detailed Guide to the Study of Cultures would be developed and used in the gathering of information relative to this curriculum.

The media and material for this course could be developed and obtained through the following sources:

- 1. N.F.B. Films

2. Alberta Film and Photographic Board of the Department of Industry
3. Funding of anthropologically trained personnel to develop specific visual ethnographies of selected communities. This method is the preferred method since the material developed would more nearly meet the requirements of the Guide to the Study of Cultures which is to be developed.
4. Committee to develop simulated games, observational projects, and guides to the use of this material in the classroom.

Suggested Cultures to Be Analyzed and Visual Ethnographic Material to Be Developed for:

(Listed in order from most isolated to urban. All communities are in Alberta.)

1. One small, isolated rural community --
Fishing Lake, Trout Lake, Peerless Lake,
Dorothy
2. One larger, isolated rural community --
Wabasca, Fort Chipewyan
3. One rural-urban community --
Faust, Slave Lake, Oyen
4. One larger rural-urban community --
Westlock, Peace River
5. One small urban community --
Grande Prairie, Drumheller

6. Large urban community - Edmonton or Calgary
 - a. slum area
 - b. lower middle class society
 - c. middle class society
 - d. upper middle class society
 - e. upper class society

The costs of such a project are mainly in the development of the visual ethnographic material. This could include the funding of 10 - 12 separate data-gathering studies under the direction of this curriculum development project. Each of these studies could take approximately one year in gathering data and the development of material suitable for use in this curriculum.

Some of the costs incurred could be recovered through commercial production of curriculum material developed.

Organization
of Curriculum
Material:

Upon obtaining pertinent ethnographic material, it would be necessary to organize and structure a curriculum which would employ this material. The organization of the curriculum may follow these questions:

1. What kinds of questions are raised in this material?
2. What methods may be suggested to study this material?
3. What concepts are basic to the material studied?

4. What generalizations can be obtained from this material?
5. How may the concepts and generalizations be applied to the daily life of the students?

This curriculum package could be included in the Department of Education, Social Studies Course Outline at the appropriate grade level. This curriculum package also has possible uses in adult education programs throughout Canada.

Appendix C

Role Description: Executive Director

DRAFT ONLY
NOT FOR CIRCULATION

The Canada Studies Project (Western Group) is sponsored by a number of organizations in western Canada -- teachers' organizations, school systems, universities, research organizations, and provincial departments of education. It is an affiliated project of the nationwide Canada Studies curriculum program. Its aim is to develop a variety of learning media and procedures for use in study of the effects of urbanization on Canadian life. The elementary and secondary school is the focus of the project. In addition, considerable attention will be given to procedures for teacher education and to the dissemination of project results.

The goals of this project have been established by an interim policy committee broadly representative of the groups sponsoring the

project. When the project becomes operational it will be administered by a policy committee (made up of the team leaders in each of the project centers), with an executive director serving as the executive officer of the policy committee. The policy committee will meet periodically with the project trustees to discuss progress and formulate any modifications in project strategy which experience indicates to be desirable.

Role Description of the Executive Director

The executive director:

1. serves as the executive secretary of the policy committee;
2. coordinates the activities of the various project centers;
3. services the various project centers by establishing an information exchange, by establishing means for the provision of consultant and technical assistance, and by such other means as experience indicates to be desirable;
4. administers the project budget with the advice of the policy committee;

5. is responsible for field testing, evaluation, and dissemination activities of the project;
6. through a project newsletter and/or such other media as are necessary, arranges for informing teachers and interested others about the work of the project;
7. prepares reports, working papers, and such other documents as are necessary to rationalize continually the project, focus project activities, evaluate performance, and bring the project to a successful conclusion;
8. serves as the liaison between the project and the nation-wide Canadian Studies curriculum network;
9. engages in those activities necessary to ensure continuing financial and moral support for the project;
10. supervises a small staff which assists the executive director in carrying out the above responsibilities;
11. is an ex officio member of each of the project's ad hoc and standing committees.

Qualifications

The successful candidate for the position of executive director should have:

1. proven administrative ability, including experience in project planning and management;
2. a strong academic background, preferably with a doctorate in a field related to the project (minimum of a master's degree);
3. successful, relatively recent teaching experience at the elementary or secondary level, together with practical experience in community affairs;
4. a strong professional interest in one or more of the disciplines related to the focus of the project, e.g. sociology, geography, planning, etc.;
5. is able to work on a collegial basis with members of the policy committee and advisory board;
6. has writing, editing, and speaking ability, and is able to use the media to communicate the purposes of the project and win

continued support for it;

7. has qualities of leadership, optimism, and persuasiveness and is able to work well with a wide range of people.

Conditions of Employment

1. A salary somewhere in the range of \$20,000 will be paid to the successful candidate, dependent on his qualifications;
2. The location of the project office is not specified beyond stipulating that it be in one of the project centers; location would be heavily influenced by the preferences of the successful executive director;
3. The executive director would have to be willing to undertake extensive travel to coordinate this decentralized project;
4. Fringe benefits would be at least competitive with those typically offered by school systems, governments, and universities;*

*It is very likely that the executive director would be seconded from his present position to work with the project. Hence, his salary and fringe benefits would be according to the scale of his employing organization.

5. Subject to satisfactory performance and to continued project funding, the executive director would be expected to serve the project for its full (4-5 year) duration;
6. The task of the executive director requires a substantially full-time commitment. Nevertheless, it is recognized that a person with the qualifications we seek may not wish to sever completely ties with his present employer. Therefore, applicants able to devote, say, two-thirds of their time to the project will be considered if their qualifications for the position are otherwise of a very high order.

Appendix D

Role Description: Team Leaders

DRAFT ONLY

NOT FOR CIRCULATION

Preliminary Note: In order to derive a role description for a team leader, we have to create a mental picture of a future state of affairs -- a time in which the project has become operational. Here is an attempt to create such a word picture, a scenario if you like, of a functioning project team. From such a scenario, the job description of a team leader can be derived.

The Project Team

1. The work of the project will be carried forward through a number of "project centers," each led by a team leader and staffed by a project team.
2. The idea of a "project center" is only partially a geographic one. There may be two "project centers" in Vancouver, say, another two in Calgary,

one in Edmonton, another in Winnipeg, and so on.

A project center is really a work group, working on one or more project "components." These work groups, scattered as they are throughout western Canada, nevertheless work in complementary relationships.

3. Said another way, while the various "project centers" work independently of each other much of the time, their work is part of a coordinated whole. For example, one project center may have responsibility for carrying out detailed inventories of available materials in the area of urban studies which all other centers will make use of. Hence, to some degree each center must work within a frame of reference, and on a schedule, set by the project's policy committee. A project center does not do its "own thing";

it is not an autonomous entity.

4. Each project center will probably have respon-

sibility for several project "components."

Undoubtedly, each center will develop teaching

materials and procedures, and field test, eval-

uate, and revise these. They will also contrib-

ute to designs for teacher education and for the

dissemination of project results.

5. On the other hand, there will be some specializa-

tion among project teams. One kind of special-

ization would be the development and adaptation

of materials for use in local settings, i.e.

materials using Vancouver or Winnipeg or Edmon-

ton, etc. illustrations and events. But there

would be other kinds of specialization as well.

One project center may be assigned the develop-

ment of teaching materials and procedures for

use in grades K-6. Another may develop several

sociological "episodes" on such themes as crime

and delinquency for use in the senior high school.

And so on.

6. The project team is a work group. It is comprised

primarily of experienced teachers released part-

time to engage in development work. Each project

team will make extensive use of consultants as

they proceed in their development work. These

will be of various kinds -- academic specialists,

persons active in urban affairs, planners, social

workers, and so on.

7. Unlike many other projects, however, the academic

specialists are not seen as team leaders. The

project teams, in the typical instance, would be

led by persons with extensive, and recent, teaching

experience. They would request consulting help

as needed but would themselves set the direction

of their efforts, consistent of course with

guidelines set down by the policy committee.

8. How would a team leader be selected? In a sense the team leader is self-selected. Through the ideas he develops and submits to the interim policy committee, the potential team leader identifies himself. He is a person with ideas, imagination, organizational ability, and the ability, to get a job done.

Role Description

[In many respects the role description of the team leader is similar to that of the project's executive director. Here we add those points which seem unique to the team leader.]

1. The team leader has proven expertise in one or

more broad aspects of the curriculum development project, i.e. in social studies curricula, urbanization, etc.

2. He has leadership ability, i.e. he is able to

coordinate the efforts of a group of teachers

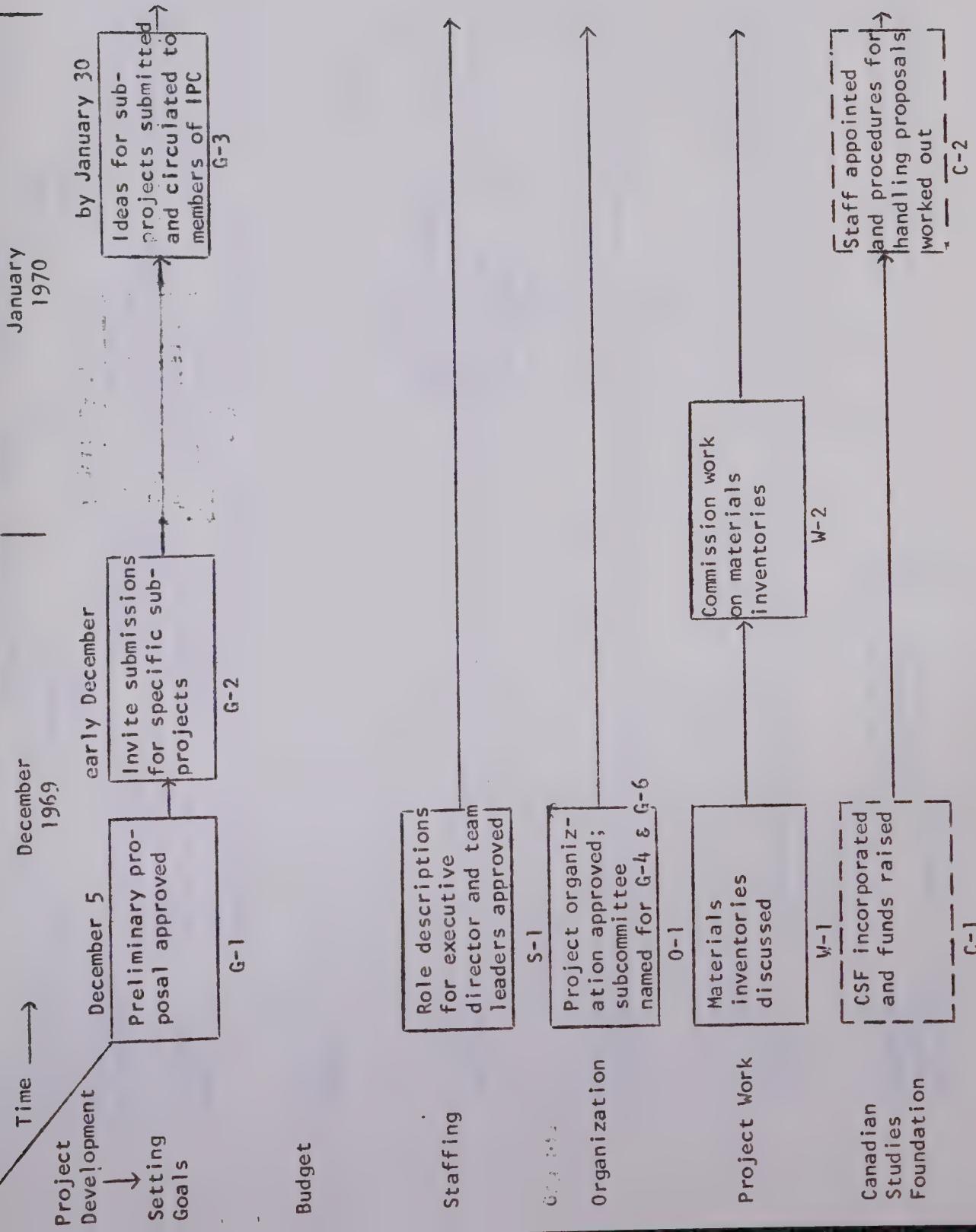
and consultants toward the team's goals.

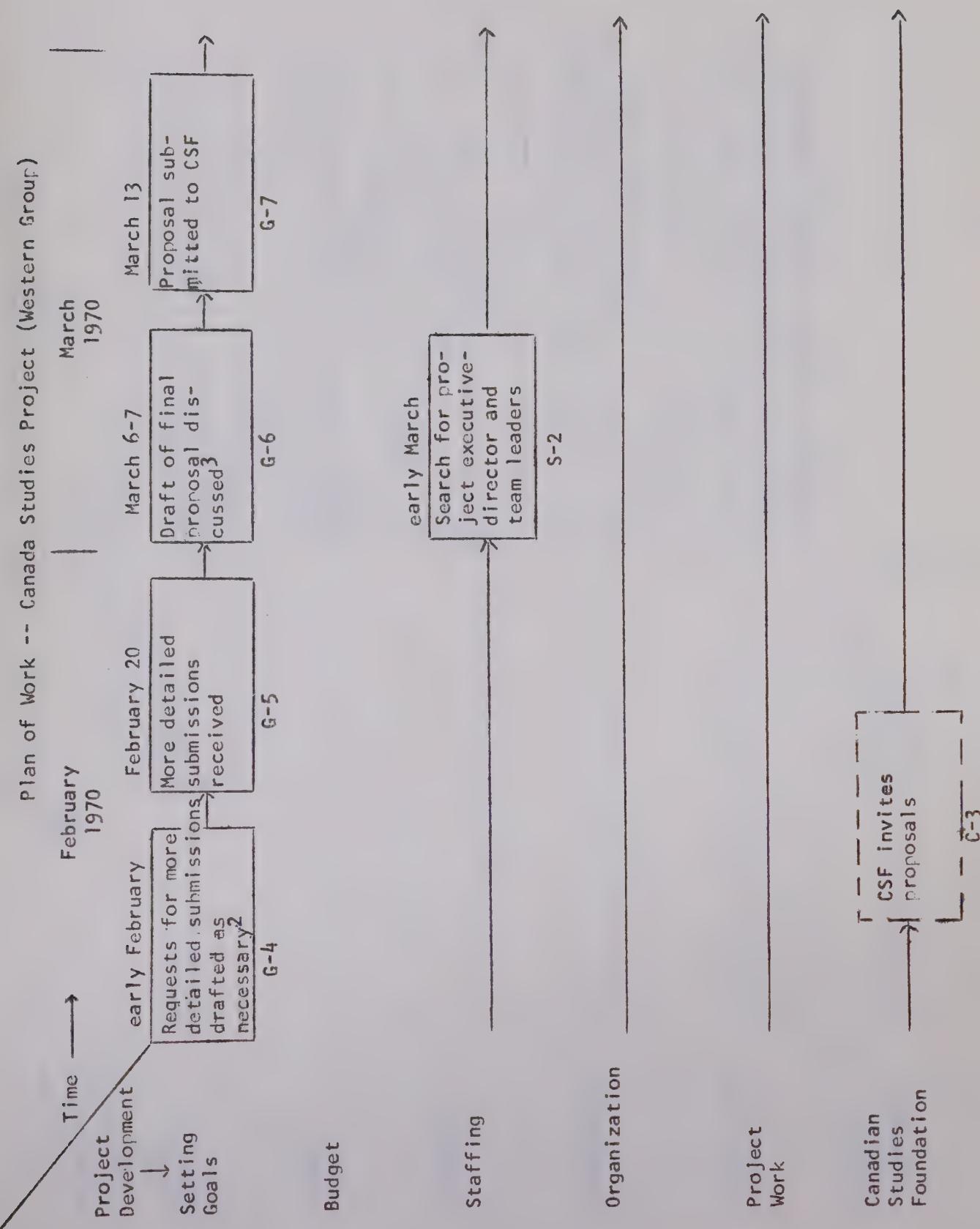
3. He is willing to work as part of a total project
as a member of the policy committee, fulfilling
his obligations to the other teams by completing
work according to specifications and on schedule.

4. The team leader will secure one-third to one-half
time released from his regular duties for leading
a team dealing with one or more components of
the project.

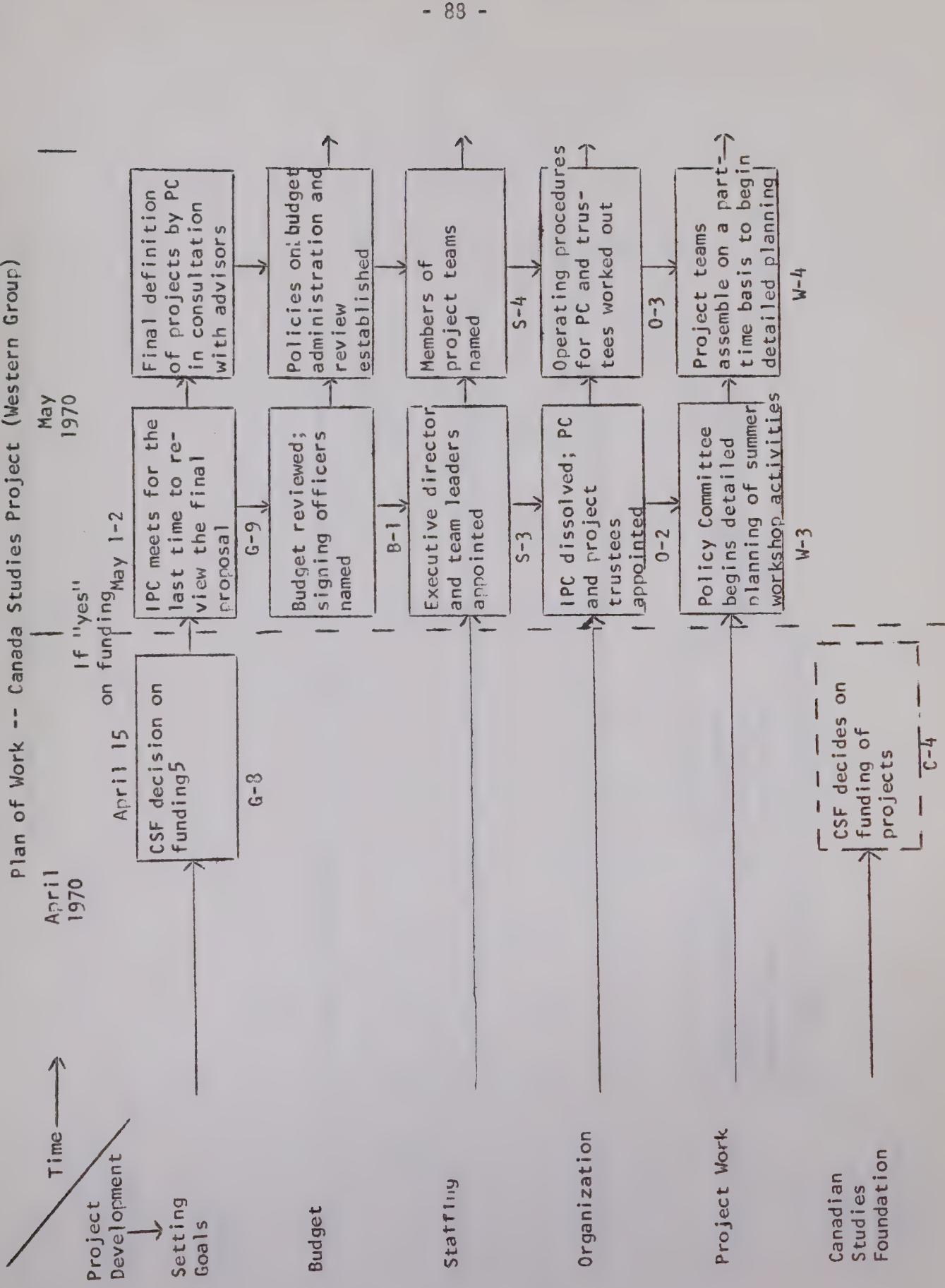
5. He must be committed to a project strategy where-
by teachers (and their students) carry the ini-
tiative in project development.

Plan of Work -- Canada Studies Project (Western Group)

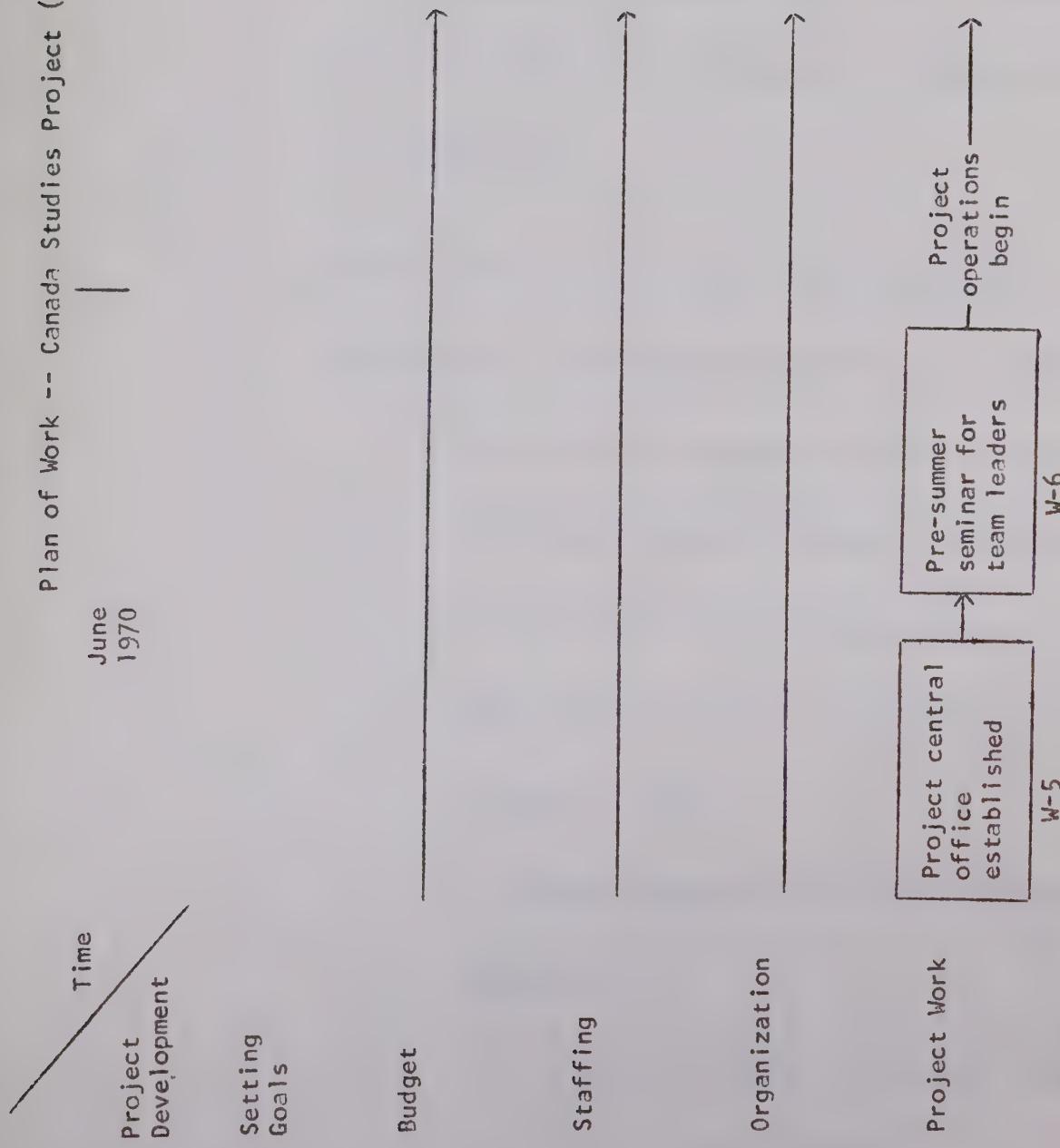




Plan of Work -- Canada Studies Project (Western Group)



Plan of Work -- Canada Studies Project (Western Group)



Appendix E

Plan of Work Notes

1. The preliminary proposal serves as a basic frame of reference to guide teachers and others as they prepare submissions for specific work. This is supplemented by guidelines or instructions for submissions. (See Appendix B.)

2. This is a very crucial stage in the development of the proposal. The procedure decided on is as follows:

- a. the ideas for subprojects would be used to fill out the general framework for the project as set by the preliminary proposal;
- b. these ideas would all be submitted by January 30, 1970;
- c. a proposal subcommittee of the IPC has been established to:
-- study the various submissions received from teachers and others

-- order them in such a way as to elim-

inate overlap and to identify gaps

-- draft requests for more detailed

submissions as necessary for incor-

poration into the final proposal

3. The draft final proposal would be made up of the preliminary proposal (as approved on December 5, 1969) and the various submissions, suitably amended so as to make a coherent document.

4. At the December 5 meeting of the IPC, the proposal subcommittee was also assigned the task of drafting a constitution and by-laws for the policy committee and trustees, which would come into existence when, and if, our proposal is funded. We assume that if we secure funding the IPC will meet one more time (about May 1) and at that time dissolve itself, with the policy committee and trustees assuming control

of the project.

5. Some consideration must be given to the question:
 - what happens if Canadian Studies Foundation funding is not forthcoming -- or is delayed? How can we continue to move the project forward on a reduced scale of activity? What kinds of contributions might the various organizations represented on the IPC make to project development so that we don't have to bring our work to a halt?



